From:	Sherry Griffith
To:	HSSframework
Subject:	Comments from the Association of Ca School Administrators: History/Social Science Curriculum Framework DRAFT
Date:	Wednesday, November 26, 2014 2:55:45 PM

governmental relations
association of california school administrators

November 25, 2014

Thank you for the opportunity to comment on the HSS Curriculum Framework Draft on behalf of more than 15,000 education administrators who belong to ACSA:

ACSA appreciates the following:

In chapters 1-2, there is a strong connection made between the H/SS Framework and the CCSS for ELA and Literacy in H/SS, Science and Technical Subjects with recommendations for cross-disciplinary teachers to collaborate at higher levels than ever before.

Lines 28-29: "These curriculum standards are a constant at every grade level, not options to be added or dropped ..." This will hopefully ensure continuity and rigor as students proceed through the grades.

There is mention that teaching methods will need to vary based on the developmental needs of students as well as other considerations.

The section on Economic Literacy (line 249) calls out very essential components for students. Especially essential for the 21st century: (a) the need to value school as their investment in human capital, and (b) understanding financial literacy as a necessary skill for success in life.

The section on Participation Skills (line 512) is essential and should be emphasized with ALL students, and particularly students of color since they are now the new majority, if we truly want our USA economy to thrive in the next and future generations.

The grade level course descriptions (beginning on line 613) provide stability and familiarity for teachers, hopefully encouraging them to work on strong integration with the CCSS ELA and Literacy standards.

In chapter 5, the 9-12 Reading Standards for Literacy in H/SS are detailed in an easy-to-read table giving emphasis to the importance of this work in content area classrooms.

Chapter 6 offers balanced guidance regarding assessment with a refreshing emphasis on monitoring of progress through formative and common assessments as well as professional learning communities at grade levels/within departments to ensure teachers' ongoing calibration and sharing of strategies. Specific grade level examples are provided which link

literacy and H/SS learning.

Chapter 7 provides background about California's persistent achievement gap and offers clear support for universal access with connections to culturally relevant pedagogies and the new ELD Standards with specific examples for use with English learners.

The section in Chapter 8 on instructional strategies to support H/SS Literacy Development (line 462) is strong. Subheadings and additional specific examples would help the reader make use of the material more efficiently.

Questions:

1. Will additional support be included in Chapter 7 for use with other types of at-risk students in addition to ELs, such as immigrants, refugees, students of color, and students with disabilities who persistently achieve at lower rates than their counterparts?

2. Understanding the TK standards are in essence the Preschool Learning Foundations, what supports are being discussed or planned for the TK grade level specific to H/SS learning?

Recommendations:

Given the passage of SB 48, the FAIR Education Act which added LGBT people and people with disabilities to the list of communities to be represented in history and social science instruction we believe the draft minimally reflects this mandated inclusion and could be strengthened. For example there is little coverage at the secondary level in terms of civil rights and the legal cases which have led up to the recent court cases and policy changes by the states in regards to same sex marriage. We would like to see more comprehensive coverage of SB 48 across grades.

If you should have any questions please contact Sherry Skelly Griffith, Director Governmental Relations, ACSA at sgriffith@acsa.org or 916-955-1699.